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ABSTRACT

Presented are 45 lesson plans for teaching expressive oral language to trainable mentally retarded students. Lessons cover the following major topics: self concept, shape and color, simple protective directions, names of furniture, clothing, and animals and their sounds. Each lesson plan includes a list of materials needed, how to arrange the class, the learning activity, directions for drill on the subject, and closing activity to terminate the lesson. (KW)

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EXPRESSIVE ORAL LANGUAGE LESSON PLANS

FOR THE TRAINABLE MENTALLY RETARDED

(Suggestions for a Unit Approach)

by

Ellen Skinner Reed
Teacher
Trainable Mentally Handicapped

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LESSON I

OBJECTIVE -- SELF CONCEPT: LEARNING NAME OF SELF AND OTHERS IN CLASS

I. Materials

A. As many different colored cards (8" X 3") as students in the class, each card with a child's name boldly printed in black

B. Large old hat, manila folders, paste and containers, damp cloth

II. Arrangement of class

A. Arrange the class in a tight circle around you. Place hyperactive and less responsive children closer to you.

B. Introduce the name of each child (a type of introduction to themselves and to their classmates). Arouse the attention of the children by using exciting tones of voice and by showing the colored name cards (Each child has a particular color, but do not stress the color at this time).

III. Activity

A. Hold up a card and call on the child to whom the card belongs. Child may respond verbally or by gesture, i.e., a glance.

B. Hand card to the child and tell him and the class, "This is _____."

C. Touch the child and ask the class who he is: "Who is this?"

D. Help the child to hold up the card and prompt the child and the class to respond.

E. Take the card and lay it on the table in front of the child. Repeat the procedure until each child has had a turn. Class members may respond in a variety of ways.

IV. Drill

A. Collect the cards and put them into the hat, which is an added attention holder.

B. Pull a card out of the hat and ask the children whose card it is. Have each child in the class take a turn in pulling a name out (each child should participate).

C. Follow same procedure until each child has his name in front of him again (prompt and guide the children in this first drill).

V. Closure

A. Give each child a manila folder and a small container of paste.

B. Help each child paste his name card on the folder.

LESSON 2

OBJECTIVE -- SELF-CONCEPT: NAME TRACING

I. Materials

A. Name tags (4" X 2") the same color as names on folders, thus stressing point that each child has his own folder.

B. One worksheet for each child in the class. Each worksheet should have a child's name on it three times in large letters. Around each letter there should be dotted lines. Each set of dotted lines for each letter should have the first few dots connected by a bold line indicating where tracing is to begin.

C. A sample worksheet with your name three times. This is for demonstration purposes.

II. Class Arrangement

Same as in Lesson I

III. Activity

A. Have near you the folders with the worksheets inside.

B. Discuss the concept in Lesson I without oververbalizing.

C. Show the class the name tags one at a time to see if the children can identify the child to whom each name tag belongs. Help the children if necessary.

D. After each child is identified, place the name tag on the table in front of the responsive child.

E. After all the children and name tags have been identified, put the name tags on the children.

IV. Drill

A. Have each child pick out his folder.

B. Show the children, by using your worksheet, how to draw a line connecting the dots and thus forming a configuration.

C. Help each child by showing how the first name is outlined and aid each in completing his own worksheet.

D. Collect the folders by calling each child's name and having him hand you the folder.

E. Allow the children to wear the name tags.

LESSON 2 (Continued)

V. Closure

A. Play "Red Rover" with the children.

B. You may have to modify the verse, "Let _____ come over." The amount of modification depends on your class and how much the children can learn and repeat.

LESSON 3

OBJECTIVE -- NAME TRACING AND HANDPRINT PAINTING

I. Materials

A. Name tags and folders.

B. Duplicates of worksheets from Lesson 2. Maintain the dots and beginning bold line, but not the complete letters inside the dots.

C. Sheet of butcher's (7' X 2 1/2') paper, different colors of paints, flat pans, smocks for each child and a damp cloth.

II. Class Arrangement

On floor in front of teacher.

III. Activity

A. Stressing the use of the right hand, have each child print his handprint on the butcher's paper.

B. You probably will have to clean each child's hand when he finishes.

IV. Drill

A. Have the children identify themselves by coming up and picking up their folders with the worksheets inside.

B. Explain the procedure of outlining their names again and have them do the outlining.

C. Collect the papers and folders by calling each child individually to you.

V. Closure

A. Have each child come to you and get his new name tag as you hold it up.

B. Have each tape his tag underneath his handprint. You may want to initial each handprint at the time they are being made so it is identifiable for this reinforcement.

LESSON 4

OBJECTIVE -- SELF-CONCEPT: RECOGNITION OF OWN NAME AND MOTOR RESPONSE

I. Materials

A. Pre-made name tags, old hat, folders, name cards (2" X 3") in respective color for each child.

B. Large fishbowl, name tags (2" X 1") with a paper clip for each one, a pencil, a string and a small magnet.

II. Class Arrangement

Tight circle as used previously.

III. Activity

A. Pick the children's name tags one by one out of the hat and see if each child can identify his own tag. Pin the tags on the children.

B. Have each child pick his folder out of the group in front of you. The 2" X 3" name cards should be in each child's respective folder.

C. Let the children handle the cards. Show them how to match the cards pasted on their folders.

D. Call on each child and ask for his card. Then ask each child for his folder.

IV. Drill

A. Shift the arrangement of the class to a circle on the floor.

B. Give verbal motivation that they are going to fish for their names. Put on the floor in the middle of the circle, the fishbowl with the name tags (2" X 1") with the paper clips individually attached to each one.

C. Allow each child a turn to fish for a name (clockwise around the circle if you wish) with the magnet and pencil.

D. Have each hand the name he catches to the teacher, who in turn shares it with the class while the correct child claims the card.

V. Closure

Have children return name tags and paper clips to you.

LESSON 5

OBJECTIVE -- SELF-CONCEPT: TRACING OUTLINE OF BOY AND GIRL

I. Materials

A. Name tags; worksheets, each with a simple dotted outline of a boy or girl. Paste the 2" X 1" name tags from Lesson 4 on the worksheets. Put boys' name cards on sheets with outlines of boys and girls' tags on those with outlines of girls.

B. Crayons and children's folders.

II. Class Arrangement

A tight circle around you.

III. Activity

A. Hold up the name tag and ask if this person is here today. The child may respond verbally or by gestures.

B. Have each child come to you after he has responded to his name tag. As you pin on his name tag, ask, "Who is this?"

C. Do the same for each child.

IV. Drill

A. Have each child pick up his folder from you. Inside each folder is the boy or girl worksheet.

B. Demonstrate and explain the procedure of outlining the figure and then help the children do the outlining.

C. Allow the children to color their figures.

V. Closure

A. Use a pre-arranged bulletin board with a colored figure of both a boy and a girl exactly like the figures on the worksheets.

B. Call each child to the bulletin board and ask him to match his picture with the boy figure or the girl figure and then pin his picture on the bulletin board.

C. As this is being accomplished, explain the concept.

D. As each child decides where to pin his picture, say aloud and have the class repeat, "_____ is a boy" or "_____ is a girl."

E. Have child return to his seat after the statement of the class.

LESSON 6

OBJECTIVE -- SELF-CONCEPT: OUTLINING AND COLORING BOY OR GIRL

I. Materials

Folders; name tags; crayons; worksheets, each with boy or girl figure; worksheets, each with the child's name printed in dots four times, but with only a starting point and not an outline of the letters inside the dots.

II. Class Arrangement

In a circle on the floor around the teacher.

III. Activity

A. Hold up the name tags one by one and ask if each person is here today.

B. Have children pick up folders, one child at a time in response to your calling of his name.

C. In each folder is a worksheet with the child's name printed four times in dots as indicated above in the list of materials. Have the children complete the configuration.

D. Collect these worksheets when the children are finished.

IV. Drill

A. Give each child a boy or girl worksheet corresponding to the respective child's own sex. Have each child complete the outline and color the picture.

B. Have each child's name below the picture in bold black letters, but without the color cues.

V. Closure

Have the children put their pictures on the bulletin board as you did in Lesson 5.

LESSON 7

OBJECTIVE -- SELF-CONCEPT: RELATING ONESELF TO OTHERS

I. Materials

Name tags, folders, additional set of name tags, paper sack.

II. Class Arrangement

In a circle around the teacher.

III. Activity

A. Hold up a name tag and ask, "Is this person here today?" When child acknowledges his presence, you pin his tag on him.

B. When each child has received his name tag, have each one pick up his folder.

C. Tell them that inside the folder is a name tag belonging to one of the other children.

IV. Drill

A. Ask the first child to find the person to whom the name tag belongs. (You may want to place the children in a straight line and have them standing.)

B. When each child finds the correct person, have the first child give the name tag to the second child. Go around the class and ask of each child, "Who is this?" Put your hand on each child as you ask the question.

V. Closure

A. Rearrange the class in a semi-circle on the floor around you.

B. Have children put all of the new name tags into the paper sack.

C. Have each child pull a name tag from the sack and identify the person verbally, if possible. Continue until everyone has a turn.

D. Collect folders.

LESSON 8

OBJECTIVE -- SELF-CONCEPT: IDENTIFICATION OF NAME AND RESPONSE

I. Materials

Old name tags, folders, old hat.

II. Class Arrangement

Semi-circle on the floor.

III. Activity

A. Call each of the children up to you one at a time.

B. Have each child draw a name tag out of the hat and try to find the child to whom the tag belongs. Assist the children in putting on the name tags.

C. After the child has drawn the tag and found the correct child, ask the one who drew to identify the other child by name.

D. Follow this procedure until each has a turn and has on his name tag.

IV. Drill

A. Have each child pick up his folder.

B. Ask children two at a time to get their material previously placed on the bulletin board.

C. Collect the folders by asking each child to hand his to you.

V. Closure

A. Ask the children to form a straight line. Help them form it.

B. Explain the game, "Mother, may I" and try to play the game by calling out a child's name and giving him a simple command such as "Walk," "Hands on head," etc.

C. After all the children have had several turns, initiate the verbal response, "Mother, may I _____?"

D. Do not use any form of punishment by not allowing any child to perform a command if he doesn't respond. Hopefully, in time and through feedback, the child will begin to respond.

LESSON 9

OBJECTIVE -- SELF-CONCEPT: ROLE-PLAYING

I. Materials

Name tags, miniature people, furniture, cars, etc.

II. Class Arrangement

Sitting on floor and spaced a few feet apart.

III. Activity

A. Explain that you are going to have them hide their eyes, that you are going to have one of the children leave the area and go to another room or around a partition (whichever is available) and that you will ask the remaining children to decide who is missing.

B. Ask the children to put their heads down in their laps.

C. Touch one of the children to leave.

D. Ask the remaining children to raise their heads and attempt to guess who is missing.

E. When the child returns to the group, pin his name tag on him.

F. Continue the procedure until everyone has had a chance to leave the room and has received his name tag.

IV. Drill

A. Ask children to join you at a worktable. Previously you should have set up a situation such as school, family, play, etc., with the miniature articles.

B. Have some extra objects and allow the children to manipulate these.

C. Ask the children to talk about the situation presented. Ask simple, guiding questions which can be answered by one word or so.

D. Ask if anyone would like to change the situation. If not, you may do so yourself and explain what you are doing; but continue to ask the children to make changes.

E. See if you can get new responses when the situation is changed each time.

V. Closure

Allow the children to play with the objects in free play.

LESSON 10

OBJECTIVE -- SHAPE AND COLOR, BASIC CONCEPT OF A SQUARE

I. Materials

A. Solid, black square (6" side) on heavy cardboard; one of these squares for each child; 4' X 4' square marked on the floor.

B. Bulletin board containing patterns of a square, triangle and circle. Use 6" sides on square and triangle and 6" diameter for circle.

II. Class Arrangement

Semi-circle at tables

III. Activity

A. Show the class the solid square on heavy cardboard as you verbalize about it briefly.

B. Allow each child to handle square as you point out its various aspects (four corners, etc.).

C. Say, "This is a square." Then ask, "What is this?"

D. Have other squares laid out and ask each child to pick up one. As each child picks up his square, ask him, "What is this?"

E. Have each child in turn place his square on your pattern and say, "This is a square." (You may get just "Square" for a response.)

IV. Drill

A. Take the children to center of room and ask them to go to the square on the floor. (Some may need help.)

B. Ask the children to stand around the edges of the square.

C. Give each child an opportunity to walk on lines around the square.

D. Have the children sit down around the square.

V. Closure

A. Give each child a square (6" side) and ask him to say with you, "This is a square." Then see if each one can say "Square" by himself.

B. Have each child put his square on the bulletin board beneath the correct pattern. Help each child and have him say the concept, "Square," and then resume his seat.

LESSON 11

OBJECTIVE -- SHAPE AND COLOR, REVIEW SQUARE AND INTRODUCE TRIANGLE

I. Materials

A. Pattern of triangle (6" sides) in black: one for you and one for each child; triangle with 4' sides marked on the floor.

B. Folders, worksheets, square (4" side) for each child, crayons.

II. Class Arrangement

Semi-circle at tables

III. Activity

A. Ask each child to pick up his folder from in front of you.

B. Pass out a square to each child.

C. Have each child color his square after telling you what it is.

D. When the children are finished, have them give you the squares and the folders. Have each child watch as you put his name below the square.

IV. Drill

A. Show the class the solid triangle on heavy cardboard and talk about it briefly.

B. Allow each child to handle the triangle as you point out its various characteristics (3 corners, etc.)

C. Say, "This is a triangle." Ask each child to pick up the triangle. As he takes his turn doing so, ask him what it is.

D. Have other triangles laid out. Ask each child to pick up a triangle and say what it is.

E. Have each child in turn place his triangle on your pattern and say, "This is a triangle." (You may get only the response, "Triangle.")

V. Closure

A. Ask the children to go to the triangle on the floor.

B. Have each child walk around the triangle. Ask the group, "What is this?"

C. Have the class sit down. Give each child a triangle with 6" sides and ask each to say with you, "This is a triangle."

D. Have each child put his triangle on the bulletin board under the correct pattern. Help each child and have each state the concept, "Triangle," and then resume his seat.

LESSON 12

OBJECTIVE -- SHAPE AND COLOR: REVIEW SQUARE AND TRIANGLE AND INTRODUCE CIRCLE

I. Materials

A solid circle with 6" diameter for each child; 4' circle out of masking tape on floor; formboard of square; formboard of triangle; one per child of worksheets, each with a circle of 6" diameter drawn on it.

II. Class Arrangement

Semi-circle at tables.

III. Activity

A. Show the class the pattern of the square and say, "This is a square." Ask the class, "What is this?" and then ask each child one by one, "What is this?"

B. Show class the pattern of the triangle and say, "This is a triangle." Ask the class, "What is this?" and then each child, "What is this?"

C. Help each child to trace a square, then a triangle, from the formboards.

D. If there is time at the end of the period, have them color some figures of triangles and squares you can have on hand.

IV. Drill

A. Show the class the solid circle on heavy cardboard and explain its characteristics briefly.

B. Allow each child to handle the circle as you point out the characteristics

C. State, "This is a circle." Ask each child, "What is this?" as you hand him the circle pattern.

D. Have other circles laid out. Ask each child to pick up a circle. As each child takes his turn, ask him, "What is this?"

E. Have each child in turn place his circle on teacher's pattern and say, "This is a circle." (You may just get "Circle" as a response.)

V. Closure

A. Ask each child to pick up his folder from in front of you.

B. Have each child color the circle after telling you what it is.

C. When the children are finished, have them give you their circles and their folders. Have each child watch as you put his name on the paper.

LESSON 13

OBJECTIVE -- SHAPE AND COLOR: REVIEW OF SQUARE, TRIANGLE AND CIRCLE

I. Materials

Pattern boards with figures of triangle (5" sides), square (5" sides) and circle (5" diameter).

II. Class Arrangement

Semi-circle at tables

III. Activity and Drill

A. Give one pattern board to each child and point out the three figures on each board.

B. Point to each figure in turn and ask the class and then each child to point to the respective pattern of the figure when you call it out. As they point to the figures, ask them to say what each is.

C. Lay a pattern of each figure in front of each child. Let the children handle the figures.

D. Hold up each of the patterns. After each one, ask each member of the class to hold up his pattern of the figure, tell you what it is, and then lay it on top of the correct figure on the pattern board.

IV. Closure

A. Hand each child a worksheet containing a circle, a square and a triangle. Ask the children to repeat, "This is a square," " . . . triangle," and " . . . circle."

B. Have the children color the patterns and cut them out. Some children may not be able to use scissors. Allow them to work the pattern boards.

LESSON 14

OBJECTIVE -- SHAPE AND COLOR: INTRODUCTION OF THE COLOR RED

I. Materials

One each of a red square with 4" sides, triangle with 4" sides and circle with 4" diameter; red objects with which children are familiar; one red crayon per child.

II. Class Arrangement

Semi-circle at table.

III. Activity

A. With as little explanation as possible, explain what the children are to do. Hold up a red square and say, "This is a square. It is red."

B. Pass the red square among the children, asking each one what it is and its color.

C. Follow this procedure through each of the three red figures.

IV. Drill

A. You should have previously placed familiar red objects around the room.

B. Ask the class to find all of the red objects in the room. Demonstrate by finding an object yourself.

C. Have the class work as a whole with your aid and bring articles back to the tables.

D. Pick up the articles one at a time and emphasize the color red rather than the article itself. Give each child an opportunity to respond to the articles and color.

V. Closure

A. Give each child a plain sheet of paper and ask each to pick up a red crayon.

B. Allow the children to draw whatever they wish, using only the color red.

LESSON 15

OBJECTIVE -- SHAPE AND COLOR: REINFORCEMENT AND DISCRIMINATION OF COLOR RED

I. Materials

20 red and 10 white poker chips; old hat; old magazines; scissors; paste; damp cloths; a sheet of cut butcher's paper, one 1" square per child.

II. Class Arrangement

Semi-circle on the floor.

III. Activity

A. Show the children the old hat and the red and white poker chips.

B. Tell them "This chip is red." Allow the children to handle the red chip and ask each child what color the chip is.

C. Put all of the chips into the hat. Tell the children that they are to reach into the hat and pull out a red chip. Have each child take a turn and draw out a chip, but only a red one.

IV. Drill

A. Have each child draw until he finds a red chip, thus discriminating. Have him hand the chip to you and say, "It is red," or he may give any kind of response which indicates he knows what red is.

B. Each child should go several turns.

V. Closure

A. Give each child a magazine and a pair of scissors and tell each to find pictures that have the color red in them. You should have checked prior to the exercise to be sure each magazine contains pictures of this kind.

B. Have the child bring his picture to you for approval. At this point you may individually test the child's knowledge of the color red.

C. Draw a heavy black square around each picture to aid the child in cutting.

D. Have the child cut out the picture and then paste it on his sheet of paper in any way he wishes.

LESSON 16

OBJECTIVE -- SHAPE AND COLOR: REINFORCEMENT OF KNOWLEDGE OF COLOR RED

I. Materials

Enough 10" X 10" red squares on floor for each child and for you; enough red balloons on strings for each child and you (better have some extras); a number of such small red objects as marbles, blocks, buttons, chips, etc., an old hat.

II. Class Arrangement

Semi-circle on floor.

III. Activity

A. Have class stand. Point out red squares and explain that each child is to find a red square.

B. Explain that, when you say, "Red," everyone should change blocks, or squares, but should also always go to a red area. Help the children when necessary by stopping, pointing and asking them what color the square is.

C. Some of the children may be able to act as leaders. Allow those people to do so one at a time.

IV. Drill

A. Show the class the old hat and red objects. Allow the children to handle the objects.

B. Ask what color the objects are.

C. Have each child draw an object, hand it to the teacher and state, "It is red." If the child attempts to verbalize on the object, give him time to do so.

V. Closure

A. Teach the song, "My Red Balloon Goes Sailing," or any song related to balloons.

B. Give each child a red balloon on a string.

C. Allow the children to talk about the balloons on their own.

D. Show the children how to act out the song as they sing. Maybe some of the children can again act as leaders.

LESSON 17

OBJECTIVE -- SIMPLE PROTECTIVE DIRECTIONS: INTRODUCTION TO THE RECOGNITION AND MEANING OF THE STOP SIGN

I. Materials

One large red cardboard stop sign of regulation size; one small 4" stop sign per child; one red crayon per child; paper for each child.

II. Class Arrangement

Semi-circle before the teacher in front of the bulletin board.

III. Activity

A. Show the class the large red stop sign. Ask, "What is this?" and if any of the children have seen one before.

B. State the purpose of the stop sign and call to the attention of the class the shape and color.

C. Give the class time to respond to the explanation. Some children may know, or have had some experience with, the stop sign and may want to share with the class.

D. Call each child up one at a time and ask him the color and aid him in tracing the stop sign with his hands.

IV. Drill

A. Explain to the class at the board that they will be tracing the stop sign and making some of their own. Have the children return to their desks.

B. Pass out the paper, crayons and 4" stop signs.

C. Help each child in tracing and coloring his stop sign. The lesson may have to be altered to a one-to-one basis if an aide is not available. Collect finished signs.

V. Closure

A. Have class line up and take turns coming forward and "stopping" at the regulation-size stop sign.

B. If time permits, give each child several turns.

LESSON 18

OBJECTIVE -- SIMPLE PROTECTIVE DIRECTIONS: INTRODUCTION TO THE MEANING OF A RED LIGHT

I. Materials

Stop-and go-traffic-light form on 18" white cardboard; red circle with 4" diameter; 4" X 10" card printed with the word "Stop"; one dittoed stoplight and red circle for each child (word "Stop" written below each stoplight); paste; paper towels.

II. Class Arrangement

Semi-circle before the teacher

III. Activity

A. (A walk with the class to a nearby traffic light would be a good introduction here.) Show the class the light and discuss with them where they may have seen one. Help the children with their language as they attempt to relate experiences.

B. Place a red circle on the cardboard stoplight and ask if anyone knows the meaning of the red light.

C. Hold the "Stop" card under the light and discuss. Call on a child to hold the red light and then you demonstrate coming up to and stopping at the red light.

IV. Drill

A. Line up the children and give each one an opportunity to come to the light and stop.

B. When the child has stopped at the red light, ask him to say, "Stop."

V. Closure

A. Have the class return to their desks.

B. Pass out stoplights and red circles.

C. Help each child to paste the red circle on the light in the top space.

D. Ask each child to tell you what the red light means.

LESSON 19

OBJECTIVE -- SIMPLE PROTECTIVE DIRECTIONS: INTRODUCTION TO THE MEANING OF A GREEN LIGHT

I. Materials

Stop-and go-light form previously used in Lesson 18; 4" X 10" card printed with the word "Go"; dittoed stoplights and green circles for each child, the word "Go" printed below each light; paste, paper towels.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Review Lesson 18, using the light and the red circles.

B. Explain that the light may be green and ask if the class knows the meaning of a green light.

C. Place green circle on the light and tell the children it means "Go." Slip the 4" X 10" "Go" card into the slots below the signal light.

D. Discuss the green light. Call on a child to hold the signal, and you demonstrate coming up to the signal and then proceeding through.

IV. Drill

A. Line up the children and give each one an opportunity to come to the light; say, "Go"; and then pass through the signal.

B. Use either red or green circle, changing to see if the children respond correctly. Always have the child say, "Go" or "Stop," depending on the color you use.

V. Closure

Follow the same procedure as in Lesson 18.

LESSON 20

OBJECTIVE -- SIMPLE PROTECTIVE DIRECTIONS: INTRODUCTION TO THE MEANING OF A YELLOW LIGHT

I. Materials

Stop-and go-light forms previously used in Lessons 18 and 19; yellow circle 4" in diameter; 4" X 10" card printed with the word "Slow"; dittoed stop lights and yellow circles for each child, the word "Wait" printed below each light; paste; paper towels.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Review Lessons 18 and 19, using the light and red and green circles.

B. Explain that the light may be yellow and then explain the meaning of the yellow light.

C. Place yellow circle on the light and tell the children it means "Slow" or "Wait." Slip the "Wait" card into the slot below the signal light.

D. Discuss the yellow light. Call on a child to hold the signal while you come to the signal, slow down, look around and wait.

E. Show how the light changes from green ("Go") to yellow ("Slow").

IV. Drill

A. Line up the children and give them turns coming to the light, saying "Slow" and then waiting.

B. Change the light from green to yellow as the children take their turns.

V. Closure

Use the same procedure as in Lessons 18 and 19.

LESSON 21

OBJECTIVE -- SIMPLE PROTECTIVE DIRECTIONS: MEANING OF STOP AND GO LIGHT

I. Materials

Stop-and go-light form previously used in lessons; green, red and yellow circles 4" in diameter; three 4" X 10" printed cards, one for "Stop," one for "Go" and one for "Slow"; dittoed stop-and go-lights and green, red and yellow circles for each child; paste; paper towels.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Discuss and identify the stop-and go-light.

B. Ask each child to come to you, pick one of the colored circles and help you put it in the correct place in the signal light.

C. Have each child identify the color and the command as he picks up his circle.

D. Continue until all three colors have been used and discussed.

IV. Drill

A. Line up the children and give them turns coming to the stop-and-go signal. Have them give the appropriate response verbally and use the correct actions corresponding to the color of the light (how far each child may go here depends on the child's ability).

B. Go through each stop-and go-light color response individually.

C. Change the colors on the signal light to help reinforce the child's verbal responses.

V. Closure

Use the same procedure as in previous three lessons. As a supplement, you may play the game, "Simon Says," or a form of it.

LESSON 22

OBJECTIVE -- SIMPLE PROTECTIVE DIRECTIONS: INTRODUCTION TO MEANING OF "IN" and "OUT"

I. Materials

Square (8' side) laid out with masking tape on floor; 4 sets of 6" letters spelling the word "In" to place inside the square and "Out" for outside; 4" X 6" cards with "In" printed on one side and "Out" on the other; shoe box filled with familiar objects; 12" X 18" worksheets with 6" fishbowls on them; 10 per child of fishes from various colors of construction paper.

II. Class Arrangement

Semi-circle around teacher.

III. Activity

A. Show the class the box and shake it, illustrating something is inside that is interesting.

B. Take objects "out" of the box and give one to each child, asking the child to respond with the word, "Out." Then have each child take, or help you take out, an object and respond in the same way.

C. Then help each child to put his object back into the box and to respond with the word, "In."

IV. Drill

A. Have the class move to the square on the floor. Have them jump into the square and say, "In." Then have them jump out of the square and say, "Out."

B. Use the "In" and "Out" cards to have the children, one or two at a time, jump into or out of the square. As a child jumps, he should say the word which corresponds with the action he is performing.

C. Proceed until each child has an opportunity to jump in and jump out of the square.

V. Closure

A. Move the class to a table. Call on a child to pass out the worksheets and one to pass out paste.

B. Pass out the colored fish.

C. Ask the children to paste the fish "in" or "out" of their fish bowls and to respond verbally while doing so.

LESSON 23

OBJECTIVE -- SIMPLE PROTECTIVE DIRECTIONS: REINFORCEMENT OF MEANING OF "IN" AND "OUT" AND APPLICATION OF CONCEPT TO A DOOR

I. Materials

Two 9" X 12" cards, one with a simple illustration of "In" and one with "Out" with the corresponding words printed boldly below the illustrations; two 4" X 6" cards with words "In" and "Out" respectively; box and objects from Lesson 22; one three-dimensional construction paper box per child; four 1" construction paper circles for each child; one sheet of construction paper for each child.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Preview concept with box and objects. Ask children to aid you in taking them "in" and "out" of the box. Have them say the words as they perform the actions.

B. Show the 9" X 12" cards and talk about the "in" and "out" illustrations. Then give each child an opportunity to point to one of the illustrations and to give the correct response.

IV. Drill

A. Have class move to the door. Dramatically demonstrate going "in" and "out" of the doorway. Put 4" X 6" cards, respectively, in position on the correct sides of the door.

B. Have everyone hold hands to form a line like a train and go out the door and come in the door. Have them do this several times while saying with you, "We go out the door," or "We go in the door."

C. Give each child a turn going out and coming in. Ask him to verbalize. The class may say the words with each child.

V. Closure

A. Seat the class at a table. Pass out construction paper boxes and a sheet of construction paper to each child.

B. Help each child to paste his box on his construction paper.

C. Pass out circles and command the children to paste two of the circles in the box and two outside the box.

D. Ask each child one by one to point to the "in" picture while you write "In" below the picture. Then do the same thing with the "out" illustration. Try for both verbal and gestural responses from each child.

LESSON 24

OBJECTIVE -- LEARNING NAMES OF FURNITURE: INTRODUCTION TO THE CONCEPT OF A CHAIR

I. Materials

8 1/2" X 11" worksheets with a picture of a large and simple chair on each.

II. Class Arrangement

Semi-circle around teacher.

III. Activity

A. Ask the children to carry their chairs to form a semi-circle.

B. Ask each child one by one what he is carrying. You may have to assist them with their responses.

C. Ask the children what they are sitting on. Knock on the chair for added reinforcement and state with the child, "This is a chair."

IV. Drill

A. Ask the children to pick up their chairs and come with you to a new area.

B. Ask the children what they have carried.

C. Ask each child if he can find another chair in the room. You may aid the child if necessary. You say, "This is a chair," and the child responds with the same statement.

V. Closure

A. Ask the children to pick up their chairs and go to the tables.

B. Pass out the worksheets, asking, "What is this a picture of?" or "This is a _____."

C. Pass out crayons and have each child color his chair picture.

D. Collect worksheets and ask, as you're collecting them, "Mike, what is this?" Each child should respond with "This is a chair."

LESSON 25

OBJECTIVE -- LEARNING NAMES OF FURNITURE: REINFORCEMENT OF THE CONCEPT OF A CHAIR

I. Materials

Pictures of different kinds of chairs; one 8 1/2" X 11" worksheet per child, each divided into four squares (three chairs and a table); crayons.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Go through a quick review of a chair with the class. Ask, "What are you sitting on?" Give each child a chance to respond individually.

B. Ask them if they can find other chairs in the room.

IV. Drill

A. Ask the children to pick up their chairs and carry them to a table.

B. Ask the class, "What did you carry to the table?" or knock on a chair and ask, "What is this?"

C. Pass out the worksheets and crayons. Working with the children, ask them to find and mark the chairs on their papers. You may have them mark just one square at a time.

D. Collect the papers.

V. Closure

A. Ask the children to pick up their chairs and carry them to the center of the room. Demonstrate and ask them to follow you.

B. Give the children simple commands and help them: "Mike, where is your chair?"; "Mike, close your eyes and find your chair"; etc.

C. Ask the children to carry their chairs back to their own tables.

LESSON 26

OBJECTIVE -- LEARNING NAMES OF FURNITURE: INTRODUCTION TO THE CONCEPT OF A TABLE

I. Materials

Pictures of different kinds of tables; doll house furniture for living room; clay; paper sack.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Show the class a picture of a table and ask, "What is this?" Help them give a response.

B. Say, "This is a table." Then ask each child to respond with the same words.

IV. Drill

A. Ask the children to carry their chairs to the table. Knock on and stress "table."

B. Knock on table again and ask, "What is this?" Give each child a chance to answer.

C. Explain that they are going to set up a living room by using the doll furniture. One at a time pull pieces of furniture from the paper sack. Have the children identify the ones they know and allow the children to handle the furniture.

D. Help set up a doll house scene by using tables and chairs. Guide them by saying such things as "Mike, put the table in the house."

V. Closure

A. Ask the children to carry their chairs to the table. Designate the correct area and then demonstrate.

B. Pass out clay and allow the children to manipulate it.

C. Explain that they are going to make tables and chairs. Show them how (this must be a highly structured exercise).

D. Help the children to make their tables and chairs.

E. Collect the finished figures from each child and ask each, "What is this?"

LESSON 27

OBJECTIVE -- LEARNING NAMES OF FURNITURE: INTRODUCTION TO THE CHALKBOARD

I. Materials

Chalkboard and chalk.

II. Class Arrangement

Semi-circle at chalkboard.

III. Activity

A. Ask the children if they can identify the chalkboard; as you ask, knock on the board.

B. Ask each child to come up to the chalkboard, touch it and identify it verbally.

IV. Drill

A. Ask each child to draw anything he wishes on the chalkboard. Help each child to draw something.

B. Before each child draws, he must say, "This is a chalkboard" or just "Chalkboard." Ask each child what he has drawn. (This exercise is a good opportunity for you to review shapes with the children.)

V. Closure

After each child has had an opportunity to draw, knock on the chalkboard and say, "This is a chalkboard." Then have the children repeat the phrase.

LESSON 28

OBJECTIVE -- LEARNING NAMES OF FURNITURE: INTRODUCTION TO THE BROOM AND DUSTPAN

I. Materials

Broom; dustpan; one 8 1/2" X 11" worksheet per child, each with four squares containing a broom, table, chair and chalkboard; crayons.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Show the class the broom and ask if anyone can identify it. Give a statement, "This is a broom," and then ask each child to repeat it.

B. Demonstrate the correct use of the broom and allow each child an opportunity to use it. However, he must first say, "This is a broom" or "Broom" before he uses it.

C. Follow the same procedure in presenting the dustpan.

IV. Drill

A. Have the children go to their own desks. Pass out the worksheets and crayons and explain that you will handle and identify an object and the children are to mark it on their worksheets.

B. During this activity ask the children to tell you or gesture to you what each object is that you handle.

V. Closure

A. Demonstrate how to hold the broom and how to hold the dustpan.

B. Give each child a turn (working in pairs) to use either the broom or dustpan or both.

LESSON 29

OBJECTIVE -- LEARNING THE NAMES OF FURNITURE: INTRODUCTION TO THE CONCEPT OF A RUG

I. Materials

Rug; miniature furniture; piece of a rug such as a carpet sample.

II. Class Arrangement

Seated at the tables.

III. Activity and Drill

A. Show the class the piece of rug and ask them if they can identify it. You and the class say, "This is a rug."

B. Ask each child to handle and identify the piece of rug. You can also talk about its qualities while they are handling it.

C. Ask the children to go to the rug. Demonstrate by taking a child by the hand and leading him to it.

IV. Closure

A. Set the miniature furniture on a small table or chair at your side.

B. Call on a child and ask him to put one piece of the furniture on the rug. Have each child identify the piece by name and color. Help when a child cannot do both by himself.

C. Give each child a turn and have him say "Rug" each time. Give verbal reinforcement by saying, "This is a rug" each time the child says "Rug."

LESSON 30

OBJECTIVE -- LEARNING THE NAMES OF FURNITURE: INTRODUCTION TO THE CONCEPT OF THE SPONGE AND REINFORCEMENT OF LESSONS 24 THROUGH 29

I. Materials

Two sponges; broom and dust pan; chalkboard; rug; table; chair.

II. Class Arrangement

Semi-circle around the sink.

III. Activity

A. Show the class the sponge and ask them if they can identify it. Give verbal reinforcement, praise and help. Have them say with you, "This is a sponge."

B. Allow the children to handle the sponge as they identify it one by one. You say and have them say after you, "This is a dry sponge."

C. Dampen the sponge and allow the children to handle it while it is wet. You say and have them say after you, "This is a wet sponge."

IV. Drill

A. Have the children move to a table. Demonstrate and talk about the way to use a sponge.

B. Give each child an opportunity to use the sponge, which each must identify first by saying, "This is a sponge." This procedure may possibly be adaptable to some type of game.

V. Closure

A. Explain that you are going to call on a child, name an object and then have him locate it. Demonstrate by naming an object, taking a child by the hand and leading him to the object.

B. Have the child say the name of the object when he locates it. You assist a child when necessary. When the child has completed the exercise successfully, you should immediately reinforce his success by praising him.

LESSON 31

OBJECTIVE -- LEARNING ABOUT CLOTHING: INTRODUCTION TO BOYS' AND GIRLS' CLOTHING

I. Materials

Name tags; old hat; enough old articles of clothing, both male and female, for everyone in the class to have some (shirts, skirts, pants, shorts, dresses, shoes, hats, possible work and nurse uniforms, etc.).

II. Class Arrangement

Semi-circle on the floor.

III. Activity

A. Play a type of who's missing game; have them hide their eyes. Tell them that you are going to have one of the children leave the area and then ask those left who is missing.

B. Touch one of the children to leave.

C. Ask the children to raise their heads and attempt to guess who is missing.

D. When a child returns to the group, pin his name tag on him. Then point out what he is wearing. Have the children repeat after you, "This is a shirt," etc.

E. Continue until everyone has had a turn and has received his name tag.

IV. Drill

A. Try role-playing with the children. Allow them to play with the clothing. Then help them select something to put on.

B. Guide them to tell you who they are, to enlarge upon the roles they are playing.

V. Closure

See how many different responses you can get through simple leading questions such as "Where are you going?"; "Do you work?"; "What do you do?"; etc.

LESSON 32

OBJECTIVE -- LEARNING ABOUT CLOTHING: REINFORCEMENT OF KNOWLEDGE OF BOYS' AND GIRLS' CLOTHING

I. Materials

Cardboard figures, one boy and one girl, each 18" tall with dress clothing colored in; magazine pages depicting boys' and girls' clothing; worksheets of boys and girls distributed to the children according to their sex; paste; pre-cut articles of male and female clothing.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Show the cardboard boy and talk about his clothing in relation to a boy in the class. Do the same with the cardboard girl. Ask for verbal or gestural responses from the children.

B. Give each member of the class an opportunity to talk about the clothing of the cardboard figures. Assist when necessary.

IV. Drill

A. Have the children sit in a semi-circle on the floor. Distribute the magazine pages and dramatically play up the pictures. Give the children a few minutes to talk or gesture about the pictures. Keep the excitement and enthusiasm moving.

B. Ask each child to pick a picture he particularly likes. Remove the remaining ones.

C. Give each child an opportunity to discuss, with your assistance, the clothing in his picture and try to relate it to the other children in the class.

D. Collect the pages. Be sure to praise the children.

V. Closure

A. Have children sit around a table. Demonstrate how to paste clothing on the figures on the worksheets.

B. Give a worksheet to each child. Pass out, according to sex of child, the pre-cut articles of clothing.

C. Distribute paste. Help the children paste the articles of clothing on their worksheet figures.

D. Collect the worksheets and add them to the children's folders or make a bulletin board project out of them later.

LESSON 33

OBJECTIVE -- LEARNING ABOUT CLOTHING: INTRODUCTION OF CLOTHING IN RELATIONSHIP TO THE BODY

I. Materials

Doll cut-outs, one per child, depending on sex of child; one large cut-out of a boy and one of a girl; simple cut-outs of clothing.

II. Class Arrangement

Tight semi-circle around the teacher.

III. Activity

A. Show the children one of the large doll cut-outs and talk briefly about the clothes on it, relating them to the children's own clothes. Do the same with the other cut-out. Be creative and dramatic.

B. Ask the children to relate, either verbally or with gestures, their own clothing to that of the figures.

IV. Drill

A. Have children move to their own desks. Hold up the small cut-out dolls one at a time and ask each child to come and take one that is the same sex as himself.

B. Use the same procedure for passing out articles of clothing.

C. Give the children time to manipulate cut-outs. Motivate language expression by passing by each child and asking, "What is this?" or "Where does this go?"

V. Closure

A. Discuss the clothing of each child.

B. Establish game atmosphere: "What piece of clothing am I thinking of?" or "Question and Answer." Adapt to classroom and children, but make very dramatic.

LESSON 34

OBJECTIVE -- LEARNING ABOUT CLOTHING: REINFORCEMENT OF THE KNOWLEDGE OF CLOTHING IN RELATIONSHIP TO THE BODY

I. Materials

Two mannequins, one a boy and one a girl (if not available, use dolls); clothing for the mannequins; one large cut-out of a boy and one of a girl; simple clothing cut-outs.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Show the children one of the cut-outs and relate briefly the cut-out's clothing to that of the children. Then do the same thing with the other cut-out.

B. Have the children respond verbally or with gestures to the cut-outs. You may have to prompt the children in their responses.

IV. Drill

A. Have the children return to their desks. Show them the mannequins. Then work first with one mannequin and then the other.

B. Have the children help you clothe the mannequins. You may question, "What is this?"; "Where do the pants go?" or "Karen, can you find something for the doll to wear?"

C. Continue to ask the children to name the article of clothing and its relationship to a boy or girl.

V. Closure

A. Have children form a horizontal line facing you.

B. Ask questions which demand responses. The questions may be in the form of "Simon Says" and related to clothing.

LESSON 35

OBJECTIVE -- LEARNING ABOUT CLOTHING: REINFORCEMENT OF CONCEPT OF CLOTHING IN RELATIONSHIP TO THE BODY

I. Materials

One worksheet per child, each sheet a silhouette of a boy or of a girl partially dressed; patterns for tracing clothing (pants, shirt, dress, etc.); crayons; articles of real clothing from previous lesson.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Review by using the dolls of the previous lesson.

B. Have the children tell you about the dolls and what they are wearing.

C. Review the relationship of articles of clothing to the body.

IV. Drill

A. Have the children return to their desks. Give each child a worksheet and discuss the one article of clothing missing on each figure. See if the children can identify the missing article.

B. Have each child pick out the piece of clothing needed. Have him identify it verbally if possible.

C. Help each child to trace his piece of clothing onto his silhouette. You may need to use a paper clip or staple to hold each pattern stationary.

D. Allow the children to color the traced article. Have them tell you what it is.

V. Closure

A. Have the children again form a semi-circle around you. Show the children the articles of clothing and say for each, "This is a _____." Have the children repeat the sentence after you.

B. Give an article of clothing to each child and ask him to identify it. Allow the child to try it on. Tell each child to then pass his article of clothing on to the next child. Have each child again say what the article is and allow him to try it on. Repeat the process unitl all articles have been tried on by all the children.

LESSON 36

OBJECTIVE -- LEARNING ABOUT CLOTHING: REINFORCEMENT OF CONCEPT OF CLOTHING IN RELATIONSHIP TO THE BODY

I. Materials

One silhouette worksheet like those in Lesson 35 for each child; magazine pictures of articles of clothing; large doll cut-outs from previous lessons; paste. (Peabody Kit, Level One, is a good alternative for the magazine pictures.)

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Show pictures of articles of clothing and discuss with the children. Ask, "What is this?" or "Who should wear this?" etc.

B. Hand each child a picture and ask him to talk or gesture about the picture.

C. Show large doll cut-outs of boy and girl and ask the children to relate themselves to one of them.

IV. Drill

A. Have children return to their desks. Pass out worksheets, one per child.

B. Lay the magazine pictures of clothing out in front of the children.

C. Help each child ask for the picture he needs to complete his silhouette.

D. Help the children paste. Encourage as much talking about the clothing and silhouettes as possible.

V. Closure

Use same procedure as in Lesson 35.

LESSON 37

OBJECTIVE -- LEARNING ABOUT CLOTHING: REINFORCEMENT OF THE CONCEPT OF CLOTHING IN RELATIONSHIP TO THE BODY

I. Materials

Articles of clothing; pictures of articles of clothing; one worksheet per child of the silhouettes used in previous lessons.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Hide articles of clothing around the room.

B. Explain to the children that each one is to find an article of clothing and then return to the circle. Demonstrate the process.

C. Have each child put on his article of clothing and explain what it is by saying, "This is a _____" or just "shirt," etc.

D. Collect the clothing, one piece at a time. As you are doing so, have each child state, "This is a _____" or "These are _____."

IV. Drill and Closure

A. Have students return to their own desks. Pass out the worksheets, one per child, and help the children to identify the missing articles on their silhouettes.

B. Lay the pictures of clothing out and have each child choose the one he needs to finish his silhouette.

C. As each child picks cut a picture, have him say, "This is _____." You then ask him, "Where do we wear this?" He may answer verbally or with gesture.

LESSON 38

OBJECTIVE -- LEARNING ABOUT CLOTHING: REVIEW OF CONCEPT OF CLOTHING IN RELATIONSHIP TO THE BODY

I. Materials

Enough butcher's paper for a life-size reproduction of each child; scissors; paint or chalk; magic marker.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

Give the children a quick review of clothing by asking them to name some of the articles of clothing they have on. You may accomplish this by making a guessing game out of it. Possibly, "Simon Says" or "What is missing from the picture?" may be adaptable.

IV. Drill and Closure

A. Have the children form a group around the butcher's paper on the floor. Call one child forward to lie down on the paper. Make a simple outline of the child, adding a few simple lines to indicate clothing outlines.

B. After every child has been outlined, take the children to tables and help them use chalk or paint to color in clothing.

C. Ask each child as he is working to talk about the clothing and about what he is doing. You may have to stimulate him by asking him leading questions.

D. Possible alternative: an aide may take one of two groups -- outlining group or coloring group -- while you take the other group.

LESSON 39

OBJECTIVE -- LEARNING ANIMALS AND THEIR SOUNDS: INTRODUCTION TO THE HORSE AND THE SHEEP

I. Materials

Pictures of a horse and a sheep (Peabody, if possible); miniature horse and sheep; 6 1/2" X 11" worksheets depicting a farm scene; small 3" cut-outs of a horse and sheep; paste.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Show the class the miniature horse and ask if anyone has seen one before. Say, "This is a horse," and ask the children to repeat the statement after you. Use the same procedure for the sheep.

B. Give the children the miniature animals to handle. Ask them to say, "This is a _____."

IV. Drill

A. Have the class move to one of the tables on which you have already placed pictures of a horse and sheep. Show the class the pictures and give each child the opportunity to talk about them.

B. Lay the pictures on the table and ask the children to match the miniature animals with the pictures. Give each child a turn. Children who are capable may make the sound of the animal as well as, or rather than, naming the animal.

V. Closure

A. Have children return to their own desks. Pass out the worksheets and tell the children that the horse and sheep may live on a farm.

B. Discuss the picture with the children. Give the children the cut-outs of a horse and sheep and have each child say, "This is a _____" as he receives his picture. Assist the child to respond when necessary.

C. Have the children paste their animals onto their worksheets. Collect the sheets when the children are finished. Help those who need help.

LESSON 40

OBJECTIVE -- LEARNING ANIMALS AND THEIR SOUNDS: REINFORCEMENT OF THE CONCEPT OF HORSE AND SHEEP

I. Materials

Miniatures of horse and sheep; clay or play dough.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Review lesson about horse and sheep by using the miniature animals and asking the children to say, "This is a _____."

B. Let the children pantomime animal movements and make animal sounds. You will have to demonstrate both.

IV. Drill

A. Teach the children the song, "Old MacDonald Had a Farm" and put the heaviest emphasis on the horse and sheep.

B. Divide the class into two groups, one of horses and the other of sheep. Tell one group it is horses and the other it is sheep. Tell each group that, when you call on it, all the children in the group are to say what they are and then make a sound like that animal.

V. Closure

A. Have the students go to their own desks. Explain to them they are going to make clay figures of a horse and a sheep. Guide each child in deciding which figure he will make.

B. Help the children with their construction. Use the miniature animals as models.

C. Collect the final figures and ask each child to tell you about his clay figure.

LESSON 41

OBJECTIVE -- LEARNING ANIMALS AND THEIR SOUNDS: INTRODUCTION TO THE CAT AND DOG

I. Materials

Pictures of cats and dogs; miniature cat; miniature dog.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Show the class the miniature cat and say, "This is a cat." Use the same procedure in presenting the miniature dog. Demonstrate the sounds.

B. Give the children the miniature animals to handle. Have each one say, "This is a _____" as he handles an animal.

IV. Drill

A. Have the class move to one of the tables. Show the children the pictures of the cats and dogs and give each child an opportunity to say something about them.

B. Lay the pictures on the table and ask the children to match the miniature animals with the pictures. Give each child a turn and have each one say, "This is a _____" or make the sound of the animal he is matching.

V. Closure

A. Explain the game, "Cat and Mouse," but call it "Cat and Dog," and then show them how to play.

B. Pick two children. Classify one as a cat and one as a dog. To get the game started, you will probably have to take the part of one of the animals and show the children what they are to do.

C. Have each child make the sound of his animal during the game.

D. Continue the game until each child has had a turn.

LESSON 42

OBJECTIVE -- LEARNING ANIMALS AND THEIR SOUNDS: REINFORCEMENT OF THE RECOGNITION OF A CAT AND A DOG AND THE SOUNDS EACH MAKES

I. Materials

Miniature cat; minature dog; one worksheet per child, each sheet containing a large, simple illustration of a cat and one of a dog; crayons; an 18 1/2" X 24" illustration of a dog and one of a cat, both without tails, several tails, depending on the number of children in the class; thumb tacks.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Review things about the miniature cat and miniature dog. Give each child an opportunity to say, "This is a _____" as he sees each animal. Encourage each child to also make the sound of the animal.

B. Give each child an opportunity to pantomime the animal's movements and to make the animal's sounds during the pantomime.

IV. Drill

A. Have students go to their own desks. Pass out the worksheets and discuss them briefly. Have the children color the cat. Talk about it while they are coloring.

B. Use the same procedure in having the children color the dog.

V. Closure

A. Take the class to the bulletin board. Put the large picture of the cat and the one of the dog on the board one at a time. Ask the children what is missing.

B. Explain that each child will receive a tail, that you will make the sound of one of the two animals on the board and that each child in his turn is to pin the tail on the correct animal. After each child has pinned on his tail, have him say, "This is a _____." This activity will vary according to the child's ability. He may only make the sound. This game is a variation of "Pin the Tail on the Donkey," but no blindfold is used.

LESSON 43

OBJECTIVE -- LEARNING ANIMALS AND THEIR SOUNDS: INTRODUCTION OF THE ELEPHANT AND REINFORCEMENT OF HORSE, SHEEP, CAT AND DOG

I. Materials

Picture and miniature of an elephant; one worksheet per child, each sheet with six squares containing, respectively, a horse, sheep, dog, cat and two elephants; crayons; drum; pictures and miniature animals used in previous lessons.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Show the class the miniature elephant and say, "This is an elephant."

B. You and the class discuss the elephant. Be dramatic. Ask each child to identify the elephant by saying, "This is an elephant."

IV. Drill

A. Show the children how an elephant walks. Beat the drum and have the children walk like elephants. Also teach them to make sounds like an elephant and have them make the sound as they walk.

B. Move among the children and ask, "What are you?" Make this part very dramatic and exciting.

C. Have the class go to the tables. Ask them to match the miniature animals with the pictures while saying what each animal is and making the sound of each.

V. Closure

A. Have the children go to their own desks. Pass out the worksheets and crayons.

B. Explain that you will make an animal sound. The children are then to find that animal on the worksheet and mark it with a crayon. After you make each sound, have the children say, "This is a _____" and repeat the sound. Continue until all the animals on the sheet have been marked.

LESSON 44

OBJECTIVE -- LEARNING ANIMALS AND THEIR SOUNDS: INTRODUCTION OF THE CONCEPT OF A LION AND REINFORCEMENT OF ELEPHANT

I. Materials

Picture of a lion; miniature lion; one worksheet per child of a large simply drawn lion to color; clay; pictures and miniature of elephant.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Show the class the miniature lion and say, "This is a lion. A lion roars." Then demonstrate the roar.

B. With your help have each child say, "This is a lion." Give each child an opportunity to roar like a lion.

IV. Drill

A. Lead the children in walking like a lion and roaring. Be dramatic.

B. Move among the children and ask them what they are.

C. Have the children go to the tables. Hand out the worksheets and ask the children, "What is this?" Hand out crayons and have the children color their lions.

V. Closure

A. Have children go to their own desks. Pass out the clay and give the children time to handle it.

B. Talk about elephants and lions and then help each child decide which one he would like to make out of clay.

C. Show the children the miniature elephant and lion and talk about them. Help each child to mold his figure.

D. Collect the finished clay figures while asking each child to say, "This is a _____" as he hands his model to you.

LESSON 45

OBJECTIVE -- LEARNING ANIMALS AND THEIR SOUNDS: REINFORCEMENT OF HORSE, SHEEP, CAT, DOG, LION AND ELEPHANT

I. Materials

Pictures and miniatures of horse, sheep, cat, dog, lion and elephant; one worksheet per child, each sheet with six squares containing, respectively, one of the six animals; small basket; crayons.

II. Class Arrangement

Semi-circle around the teacher.

III. Activity

A. Using the animals one at a time, hold up a miniature animal, call on a child, have him say what it is and then have him make the sound of the animal.

B. Immediately reinforce the concept after each child's response.

IV. Drill

A. Have the class move to the tables. Explain they are going to match the miniature animals with the pictures.

B. As the child matches an animal and a picture, you say, "This is a _____," allowing the child to fill in the blank. Then say, "It sounds like this," and have each child make the sound. Give each child time to respond.

C. Have the children move to their own desks. Pass out the worksheets. Tell the children to mark the animal corresponding to the sound you will make. Pass out crayons and begin the drill.

D. Continue until all animals have been marked. Collect the worksheets.

V. Closure

A. Have the class move back into a semi-circle around you. Assign each child to be an animal and then explain the game, "Fruit Basket Upset," this time adapted to the miniature animals. Play the game by dumping the animals out of the basket. Each child is to pick up an animal, tell what it is, make its sound and then place it in the basket.

B. As the game proceeds, you may call out the name of an animal, hold up one of the miniatures and have the children respond with the correct sound or action of that animal.